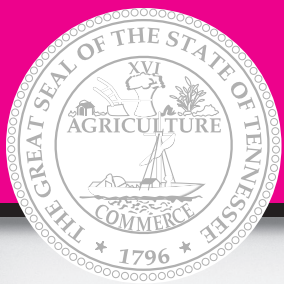


Name \_\_\_\_\_



# Understanding the TCAP Achievement Test



## Grade 4 Practice Test Pamphlet

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## Introduction

### What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in five subject areas: Reading, Language Arts, Mathematics, Science, and Social Studies. The questions in this pamphlet are examples of items used in the actual test.

### What are the questions testing?

Questions are written to test student performance in state and national content areas. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/ci/cistandards.htm>.

### Who will be tested?

All students in grades 3 through 8 will be tested.

### How long will the tests take?

The length of the tests will vary, depending on the grade level. The time limits are generous and allow most students time to finish. Extended time limits apply to students using accommodations.

### How will the tests be scored?

The test answers will be machine scored. Results from the test provide information about how well students performed on the content being tested.

### May calculators be used?

Calculators may be used on TCAP Achievement Grades 3–8 Mathematics subtests, Part 1 and Part 2. Calculators **may not** be used on any part of the K–2 test.

## **Which test accommodations may be used?**

The TCAP Achievement Test may be administered using various procedures (or accommodations) that are used during the student's daily educational program. Certain conditions must be met for students to be eligible for Special and English Language Learner Accommodations.

## **What is the purpose of the practice test?**

These questions may be used as a classroom learning session, or as an individual short practice test, to prepare students for the actual test. Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered. This pamphlet can also be used to inform parents of the type of test their children will be taking.

## **Here are some tips for preparing students for the test.**

Remind students to:

**Relax:** It is normal to be somewhat anxious before the test. Remember that the score is only one of a number of measures of performance.

**Listen:** Listen to and read the test directions carefully.

**Plan Use of Time:** First, answer all the questions you are sure about. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time.

**Pause and Think:** If you are not sure how to answer a question, carefully read it again. Rule out answer choices that you know are incorrect and then choose from those that remain.

# Language Arts



**1** Read the two sentences.

*We wanted to learn to play volleyball.*  
*We joined a volleyball team.*

What is the best way to combine these sentences?

- A** We wanted to learn to play volleyball, so we joined a volleyball team.
- B** We wanted to learn to play volleyball and we joined a volleyball team.
- C** We wanted to learn to play volleyball, but we joined a volleyball team.
- D** We wanted to learn to play volleyball since we joined a volleyball team.

**2** Which sentence is written correctly?

- F** When did you see she at the art museum?
- G** Tammy and I play tennis on the weekends.
- H** Do Robert and her like to play the drums after school?
- J** Paul said that Jenny and him are both on the soccer team.

**STOP** 



# Reading



## Directions

Here is a letter written by members of a softball team to their coach. Read the letter. Then answer Numbers 1 and 2.

March 30, 2007

Dear Coach,

Thank you for a great season! We had a lot of fun. We also learned many things, like how to judge distances and how to slide into a base.

The best thing was that we learned how to work together as a team, whether we won or lost. You kept our spirits up and made us laugh with your awful jokes. (Laura still hasn't figured out why the chicken crossed the road!) You taught us to cheer each other on and try again when we lost.

Remember our first game? Everyone—from Carmen, our all-star, to Mary, who thought a diamond was just something to wear on your finger—had a turn at bat. We still talk about the last game of the season with the Mighty Tigers. We thought our days were numbered. But by the end of the game, the numbers added up in our favor! We had won! We feel that most of the credit for winning the Good Sportsmanship Award this year goes to you. Thanks, Coach! You helped us become more than a team. We are friends!

With love and thanks,

The Diamond Doves



**1** Read this sentence from the letter.

*We thought our days were numbered.*

Which sentence has the same meaning as the sentence from the letter?

- A** We knew we were going to win the game.
- B** We thought we didn't have a chance of winning.
- C** We were counting the days until the end of the season.
- D** We were disappointed that it was the last game of the season.

**2** Which sentence from the letter is a fact?

- F** Thank you for a great season!
- G** We had a lot of fun.
- H** We had won!
- J** You helped us become more than a team.

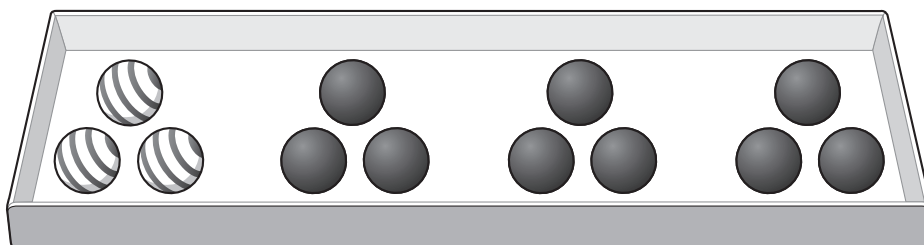
**STOP** 

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# Mathematics



- 1** Look at the marbles in the box below.



Which fraction of the marbles have stripes?

- A**  $\frac{1}{2}$
- B**  $\frac{1}{3}$
- C**  $\frac{1}{4}$
- D**  $\frac{1}{5}$

- 2** In 2007, there were 961 students at Morgan Elementary School. In 2004, there were 658 students at Morgan Elementary School. How many more students were at Morgan Elementary School in 2007 than in 2004?

- F** 203
- G** 303
- H** 313
- J** 317

**STOP** 

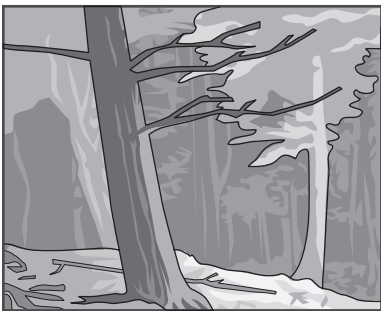
# Science



**1** In a plant cell, what is the main function of the cell wall?

- A** to make energy
- B** to allow movement
- C** to protect the cell
- D** to store food for the cell

**2** Look at the forest below.



Which type of bird would most likely be found in a forest?

- F** robin
- G** flamingo
- H** ostrich
- J** penguin

**STOP** 

# Social Studies



**1** A student breaks a school rule. Who would most likely solve this problem?

- A** a governor
- B** a judge
- C** a mayor
- D** a principal

**2**

- Lived in eastern Tennessee
- Lived in villages
- Farmed and hunted for food

Which Native American group is described above?

- F** Blackfeet
- G** Navajo
- H** Cherokee
- J** Wampanoag

**STOP** 



## Answer Key

Item Number	Language Arts	Reading	Mathematics	Science	Social Studies
1	A	B	C	C	D
2	G	H	G	F	H





